**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard: 5.NBT.7 Caitlin Salmon and Tim Pluta**  **The Envision Lesson: Topic 1-5** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: base ten blocks, decimal blocks/bars, grid paper (small and large), Interactive recording sheet #4.  Possible confusion: Students who have not mastered decimal operations or place value may need additional tier II instruction. | Digits, value, standard form, expanded form, word form, equivalent decimals |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| P.O.D 1-5 for 10 minutes. Try independently and discuss as partners. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Since this lesson is at the end of the unit, the children should have already been exposed and experienced with the vocabulary. Play “Swat the Word” by placing the vocabulary words on the board and giving 2-3 students at a time a fly swatter. Read the definition and have them race to the board to “swat” the correct vocabulary.  Vocabulary Words: digits, value, standard form, expanded form, word form, and equivalent decimals.   1. How will you provide multiple opportunities for vocabulary to be used in context?   In partners, students will practice explaining definitions to each other. Teacher will then read a definition and students will chorally respond with the correct vocabulary term | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Place a simple pattern below the document camera using base-ten blocks as decimals. Go over what flats, rods, and cubes represent. Think aloud for the students and go through the pattern that is presented. Review decimal operations with the students before moving on.  Hands-on: In groups of three or four, students will use base ten blocks or decimal blocks to create their own patterns. For differentiation, start out simply by using different colors. Students challenge other groups to recognize their pattern. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Go through the problem-based interactive learning. Can students describe the pattern given. Use interactive recording sheet #4. Have a whole class discussion of the results. Using the empty grid, students create an additional problem using decimals leaving some information missing. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Students will complete the independent practice section in the textbook. Any work not completed will be considered homework. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Quiz 1-5 the next morning. Reteach as needed. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is available to fastest finishers or students who have mastered the lesson. Students can create additional large patterns using larger grid paper with color and texture. | |
|  | |
| **HOMEWORK** | |
| Incomplete independent practice | |